



Year Group Topic Curriculum Map 2023-2024 **Year Four**

Autumn Term 2

TOPIC	Explorers and Rainforests	Driver subject(s)	Geography	
Values (s)	Ambition, Independence, Self-Belief, Bravery			
Learning Links	<p>Past – Who are famous explorers of the past? Are there any with links to Northamptonshire?</p> <p>Present – Do people still explore now? What are the rainforest like now?</p> <p>Future – What does their future look like? Will rainforest still exist? Are there more areas to explore?</p>	Global Themes	<p>Equality, Diversity & Inclusion (EDI) What different tribes and cultures have been discovered during expeditions? Does everyone get the chance to explore?</p> <p>Aspiration Exploring the qualities and aspirations of explorers</p> <p>Environment How do we protect rainforests?</p>	
Opening Wow /Immersive classroom	Survival Day	End of topic showcase (Sharing with parents)	Rainforest and Explorer Exhibition Explorers in African – African Drumming Performance	
Trips/Visitors	<p>NMPAT – African Drumming</p> <p>Immersive Classroom – Visit the rainforest</p> <p>Visitors: Scouts for WOW Day</p>			
What do the children want to learn?	<p>Where are the rainforests of the world?</p> <p>What is it like to go there as an environment?</p> <p>Which key explorers have discovered rainforests?</p> <p>What animals and plants can be found in rainforests? Are there any dangers in there? Are there any poisonous ones?</p> <p>What do we need to survive? What makes a successful expedition?</p>			
English Text Inc. Genre/Text Type	Humanities (Geography & History)	Creative (Art/DT/Music/Computing)	Science	RE/PSHE/RSE
Text: The Explorer (Based on an adaptation from Katherine)	<p>Geography – Rainforests & Deforestation</p> <ul style="list-style-type: none"> I can name and locate at least 3 rainforests around the world, including: The Amazon, The Congo and Daintree Rainforest I know where deforestation is happening the most in the world 	<p>Art: Painting</p> <p>Artist Focus: Oenone Hammersley, Nick Gustafson, Henry Rousseau</p>	<p>Classification (Living things and their habitats)</p> <ul style="list-style-type: none"> Describe the main events in the life of Carl Linnaeus Describe the contribution Carl Linnaeus made to our understanding of classification 	<p>RE – Christianity - What is the most significant part of the nativity story for Christians today?</p> <ul style="list-style-type: none"> Understand the symbolism in the Christmas story.

Maths, PSHCE, Spanish and PE will run in conjunction with the National curriculum expectations

<p>Rundell's The Explorer</p> <p><u>Plot:</u> Journey/ Voyage & Return</p> <p><u>Writing Focus:</u> Setting Description</p>	<ul style="list-style-type: none"> I can understand 3 main reasons why the rainforest and the animals within it are endangered. I can describe the climates of rainforests in relation to the tropic of Cancer and Capricorn. I know what a rainforest is I know what a biome is and the features of the rainforest as one. I can name the layers of a rainforest as part of the biome's feature. I understand and can describe key aspects of vegetation belts I know and can describe the key aspects of deforestation I can explain how deforestation is affecting the earth I can explain why ice caps are melting and how this is linked to deforestation. 	<ul style="list-style-type: none"> I can name the primary, secondary and tertiary colours and explain how to mix them. I know how to create a background using a wash. I know how to use a range of brushes to create different effects in painting. I know how to show reflections in my art. I know how to identify the techniques used by different artists. I recognise when art is from different cultures and historical periods. I can explain some of the features of art from historical periods. I can make and match colours with increasing accuracy. I can experiment with different effects and textures, including blocking in colour, creating washes and using different types of paints. I can work confidently on a range of scales. I can choose paints and implements appropriately. I can begin to explore the roles and purposes of artists / craftspeople / designers working in different times and cultures. I can experiment with the styles used by Monet and Isobel Le Roux. I can select and record from first hand observation, experience and imagination. I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them. I can annotate work in my sketchbook, giving detailed reasons for my choices. I can adapt my work and refine my ideas. 	<ul style="list-style-type: none"> Understand how keys are constructed. Describe the classification of vertebrates into fish, amphibians, reptiles, birds, and mammals. Describe the classification of invertebrates into snails/slugs, worms, insects, crabs and spiders. Describe the classification of plants into flowering plants (including grasses) and non-flowering plants such as ferns and mosses. Identify, using support materials where necessary, the common animals and plants in the local area (changes can sometimes pose dangers to living things) <p>Skills:</p> <ul style="list-style-type: none"> Use a key to identify an unknown plant or animal Create a key to identify a number of plants or animals Identify the characteristics of each class Correctly place unfamiliar vertebrates into one of these classes Identify the characteristics of each class Correctly place unfamiliar invertebrates into one of these classes Identify the characteristics of each class Correctly place unfamiliar plants into one of these classes Recognise that these animals and plants vary widely but that they can be sorted into different groups 	<ul style="list-style-type: none"> Understand what the different parts of the Christmas story means to Christians. Reflect and evaluate upon what the different parts of the Christmas story might mean to different people. Make comparisons between individual beliefs surrounding the symbolism of the Christmas story and Christian beliefs. Question what Christmas means to Christians and make comparisons to own beliefs. Reflect and give opinions about how I feel about Christian beliefs, Christmas and the Incarnation. <p>No PSHE as RSE Term</p> <p>RSE: Myself and My Relationships Anti-Bullying</p> <ul style="list-style-type: none"> How are falling out and bullying different? CF How do people use power when they bully others? RR What are the key characteristics of different types of bullying? RR How can lack of respect and empathy towards others lead to bullying? RR What is the difference between direct and indirect forms of bullying? RR What are bystanders and followers and how might they feel? MW Do I understand that bullying might affect how people feel for a long time? MW How can I support people I know who are being bullied by being assertive? RR How does my school prevent bullying and support people involved? RR <p>☑ Understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of</p>
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		<ul style="list-style-type: none">I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales <p>MUSIC</p> <ul style="list-style-type: none">African Drumming with NMPAT <p>Computing: 4.1 Coding</p> <ul style="list-style-type: none">use repetition in my code. For example, using a loop that continues until a condition is met such as the correct answer being entered.(4.1)turn a real-life situation to solve into an algorithm, using a design that shows how I can accomplish this in code. (4.1, 4.5)use timers within my program designs more accurately to create repetition effects. For example, I can create a counting machine. (4.1)use selection (decision) in my programming.(4.1)use variables within my program and know how to change the value of variables. (4.1)use the user inputs and output features within my program, such as ‘Print to screen’. (4.1)identify errors in my code by using different methods, such as stepping through lines of code and fixing them. (4.1)read programs that contain several steps and predict the outcomes with increasing accuracy. (4.1, 4.5)share digital content using a variety of applications such as: 2Blog, 2Email and Display Boards. (Across units)work collaboratively to create content and solutions. (4.1, 4.3, 4.4,48)	<ul style="list-style-type: none">Recognise that environments can change and that this can sometimes pose dangers to living things	<p>different forms of bullying including simple forms of cyberbullying</p> <ul style="list-style-type: none">Understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family lifeBe able to describe how those involved in bullying including those who bully others may feelBe able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support another child in a bullying situationBe able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to help the school feel a safer place where bullying is less likely to occur.
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